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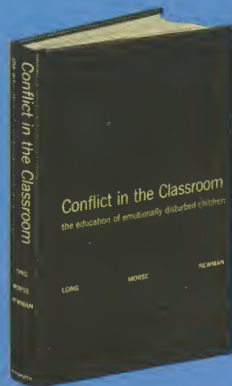


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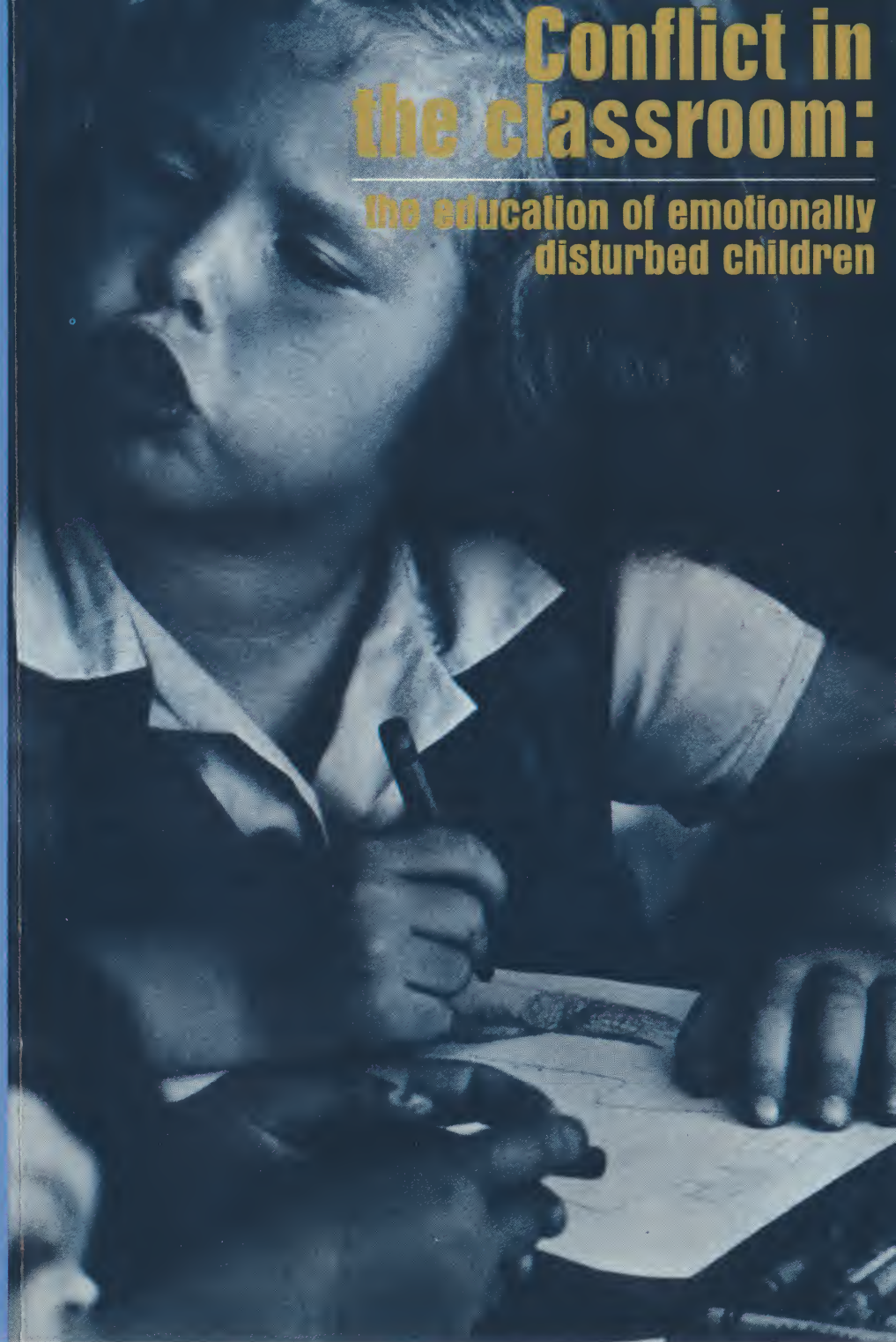
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CONFLICT IN THE CLASSROOM, Alternate Selection of The Behavioral Science Book Service, is available in addition to or instead of the Main Selection.

# **Conflict in the classroom: the education of emotionally disturbed children**





The increasingly large number of emotionally disturbed children in the classroom has become a matter of major concern not only to those directly engaged in the educational process; but to mental health workers in all fields. The enormity of the problem has recently been underscored by a national survey which revealed that only ten thousand of our nation's half-million severely disturbed children are receiving psychotherapy. Add to this number those youngsters with less obvious affective, social or psychopathic disabilities, and it becomes possible to understand why some authorities estimate that one out of every five children in the public schools is suffering some deprivational or emotional disorder.

The question of who should rightfully bear the burden of attending to these disturbed children — the educational system, the parents, or some constituted outside agency — is not at issue here. The point to be made is that teachers, parents, and mental health workers alike need to be made aware of what these children experience, and to be kept abreast of the latest methods for working with and teaching the emotionally troubled child.

CONFLICT IN THE CLASSROOM surveys this subject with disarming directness and unusual insight. The editors — three distinguished educators who are interested in, and experienced with, the problems of emotionally disturbed children — have compiled a practical, authoritative guide to understanding the special needs of these children.

Fritz Redl, in his *Foreword*, observes that "this book does not confine itself to the usual clinical or educational speculations on the treatment and rearing of the emotionally disturbed child, but takes the wider view which includes the handling of all 'children in conflict'."

Drawing from the writings of more than sixty outstanding figures in psychology, education and literature, the editors have put together a book that is truly unusual in several respects:

- *It is a practical reference to the most modern methods of dealing effectively with disturbed children. Among the seventy-five selections are many offering useful suggestions for reaching the child whose needs and problems differ from those of the "normal" child.*
- *It provides a unique awareness of what these children are actually feeling. CONFLICT IN THE CLASSROOM supplies a better understanding of the distorted, terrifying world of the severely disturbed, as well as of the world of the "normal" child for whom the process of growing up can be a turbulent experience.*

- *It includes the work of contributors whose experience and perception provide a vivid, meaningful view of the child's world. The editors have not only chosen selections by such outstanding authorities as Fritz Redl and Anna Freud, but also by such writers as Charles Dickens, Carson McCullers and Willa Cather — all of whom have special gifts for revealing the mind of the troubled child.*

The first section, "*How Does It Feel to be Emotionally Disturbed?*", depicts the child's own feelings through excerpts from fictional works by William Carlos Williams, Truman Capote, Dostoyevsky and other outstanding writers. In moving and expressive terms, these writers deal with a variety of behavior problems: the withdrawn child, the physically or mentally handicapped child, the social rebel, the autistic child, and the suicidal child. In each case, the editors add valuable postscripts, describing how these children can be recognized in the classroom.

The balance of CONFLICT IN THE CLASSROOM explains how constructive intervention — particularly by the teacher in the classroom — can prevent frustration and lessen anxiety in the emotionally disturbed child. Each section explores a fundamental question regarding the diagnosis, treatment and education of children with emotional conflicts and offers practical suggestions for solving them.

particularly enlightening section describes instructional methods especially fruitful for dealing with these children. Various authors show how therapeutic play, including puppetry, art, music and other aspects of the normal curriculum, can be adapted to the requirements of the disturbed child and how they can provide necessary outlets without interrupting the classroom routine.

The final section discusses the latest research findings on the problems of emotionally disturbed children and reviews the most effective programs created to assist them. The editors present material that not only applies to the classroom today, but also offers a basis for improved educational programs in the years to come.

CONFLICT IN THE CLASSROOM provides a unique, detailed coverage of the troubles of the disturbed child both in and out of the school situation. It is an invaluable reference to the educational techniques most useful in aiding those children who suffer from the distress and frustrations of emotional conflict.



# the sex life of the animals

## Contents

### CHAPTER ONE

LIFE'S ORIGIN AND THE LEGEND OF SPONTANEOUS GENERATION: Born of Slime and Decay / Adam's Tape-worms / Looking Through the Flea Glass / Life from Boiled Meat / The Sex Life of the Paramecium / On the Threshold of Life / Creation in the Retort?

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### CHAPTER SEVEN

MAMMALS AND THE ANIMAL IN MAN: Aberrations of the Libido / The Puzzle of Female Pleasure / The Platypus Is Different / From Pouch to Placenta / The Infant at the Breast / Doting Motherhood / The Pasha and His Harem / The Embrace / Artificial Insemination, Natural Birth Control / Dog Days and Catcalls / Sex and Morality

A TABLE OF CLASSIFICATION

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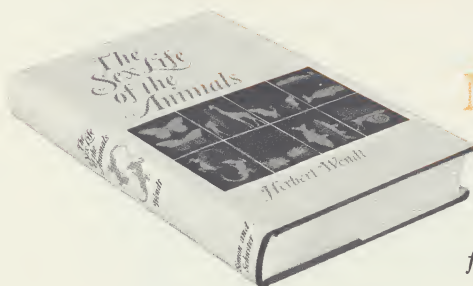
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*"The story of reproduction is the story of life itself, the most tremendous event that has ever taken place on our small planet. Biologists may point out that the most significant of the life processes is not increase but metabolism, and that life is quite conceivable without sexuality, offspring, and the endless succession of new generations. So it is, theoretically. But such sterile, self-perpetuating life would have no future, no potentiality of evolving. It would be nothing but a monstrous growth, a cancer upon the face of the earth. It would be meaningless, parasitic life, living death, a violation of nature.*

*"As things are, two mighty, irresistible instincts dominate all living things. Hunger compels living things to preserve themselves by taking in food; sex compels them to couple and multiply. That has been recognized for ages; and it may be assumed that hunger and sex will continue to be the great motive forces that will preserve life and permit it to develop, spread and advance."*

from the Foreword

**H**erbert Wendt's *THE SEX LIFE OF THE ANIMALS* is the latest in a long line of distinguished works on reproduction and sex. Perhaps the first of these appeared in 1787 when C. K. Sprengel, assistant headmaster of a school in Spandau, Germany, published an essay with the somewhat pompous title of *The Newly Revealed Mystery of Nature in the Structure and Fertilization of Flowers*. This work compared the blossoms of plants with the sexual organs of animals and described precisely how the "sexual intercourse" of plants took place with the aid of various intermediaries, such as insects and the wind. Sprengel's contemporaries found these revelations shocking. The young teacher was dismissed from his post, and his book was withdrawn from circulation. But for the generosity of a number of citizens of Spandau — whose children he tutored privately — the discoverer of fertilization in plants would have been reduced to penury.

One hundred and ten years later, Wilhelm Bölsche brought out a three-volume work entitled *Love Life in Nature*. Written in a romanticized Victorian style, Bölsche's book discussed the reproduction processes in everything from one-celled plants to man. This pioneering evolutionary history of sexual reproduction broke down innumerable barriers and misconceptions; it was an immediate "best seller." Translated into every major language, it soon became the standard and

definitive work, although — because of its style — it is scarcely readable today.

In recent years, our knowledge of the nature and significance of the reproductive processes has grown tremendously. From Sigmund Freud to Alfred Kinsey, psychologists, biologists, physiologists and zoologists have analyzed, tabulated and compared animal and human sexual behavior. The study of reproduction, of its sexual framework and genetic implications, have become scientific disciplines of major importance.

*THE SEX LIFE OF THE ANIMALS* is an enormously comprehensive survey of the most important of animal instincts — the reproductive instinct — written for the non-specialist. In it the author details the multifarious and extraordinary methods of animal reproduction which have evolved for one primary purpose: to guarantee the continuation of life. Herbert Wendt, in an exhaustive overview of the most significant workers in the field (Fabre, Lorenz, Darwin, Beebe, etc.), traces the often bizarre and frequently incredible methods of reproduction (including the varieties of courtship, mating, and child care) from the simplest one-celled animalcules to the higher mammals. Not only is Wendt's book exciting because of the fascinating subject it portrays, but also for the light it throws on the nature of the scientist's task, on the fruits of the scientific quest, and on the fantastic ingenuity of animal life forms in ensuring their self-perpetuation. The well-written, 383-page text is supplemented by 87 unusual photographs, illustrations and diagrams.

*THE SEX LIFE OF THE ANIMALS fills a long-standing need for a new and up-to-date history of animal reproduction — one that embodies the results of the very latest scientific research. It is a highly significant book, as well, for knowledge of the instinctual life of animals places human sexual life in perspective. Man can properly interpret aspects of human sexuality only by examining its prehuman roots in the animal world. In the words of Danish novelist Johannes V. Jensen, "To go to the animals means to go home."*





*"an important contribution to neuropsychological knowledge by one of the outstanding Soviet scientists of our time."*  
—KARL H. PRIBRAM, Stanford University

## Partial Contents

### FOREWORD

#### I. THE HIGHER MENTAL FUNCTIONS AND THEIR ORGANIZATION IN THE BRAIN

The Problem of Localization of Functions in the Cerebral Cortex / Modern Data on the Structural Organization of the Cerebral Cortex / Disturbances of the Higher Mental Functions in the Presence of Local Brain Lesions.

#### II. DISTURBANCES OF THE HIGHER CORTICAL FUNCTIONS IN THE PRESENCE OF LOCAL BRAIN LESIONS

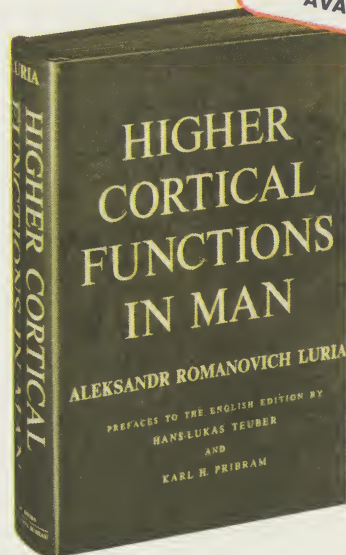
Some Functional Investigative Problems / Disturbances of Higher Cortical Functions with Lesions of the Temporal Region / Disturbances of Higher Cortical Functions with Lesions of the Occipital and Occipitoparietal Regions / Disturbances of Higher Cortical Functions with Lesions of the Sensorimotor Regions / Disturbances of Higher Cortical

Functions with Lesions of the Frontal Region.

#### III. METHODS OF INVESTIGATING THE HIGHER CORTICAL FUNCTIONS IN LOCAL BRAIN LESIONS (SYNDROME ANALYSIS)

Objectives of Clinicopsychological Investigation of Higher Cortical Functions in the Presence of Local Brain Lesions / The Preliminary Conversation / Investigation of Motor Functions / Investigation of Acoustico-Motor Coordination / Investigation of the Higher Cutaneous and Kinesthetic Functions / Investigation of the Higher Visual Functions / Investigation of Speech Functions. Receptive Speech / Investigation of Speech Functions. Expressive Speech / Investigation of Writing and Reading / Investigation of Arithmetical Skill / Investigation of Mnestic Processes / Investigation of Intellectual Processes / Conclusion.

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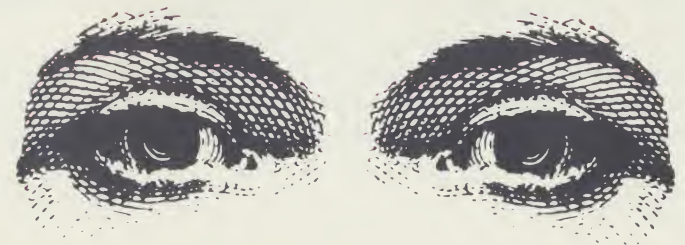
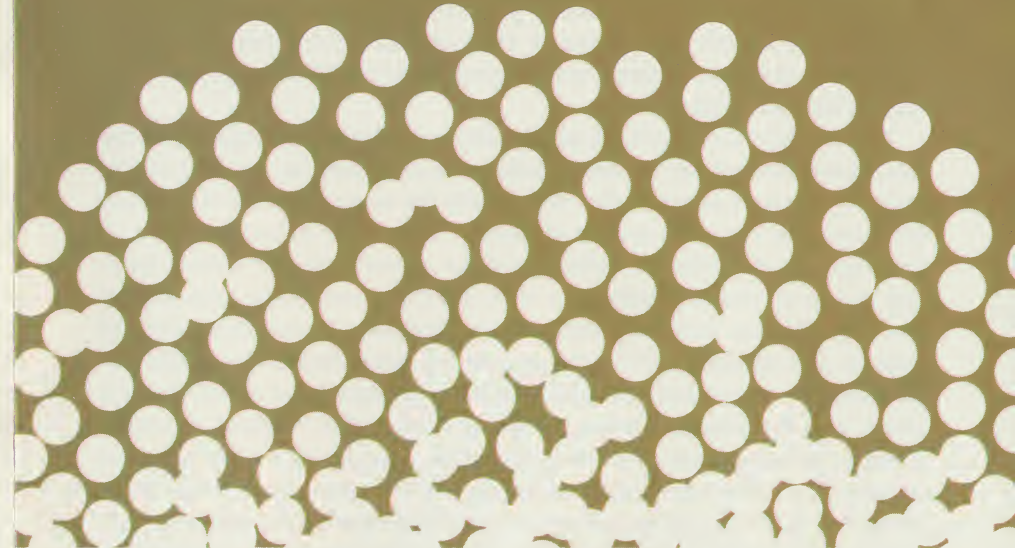
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# Luria on higher cortical functions in man





*a statement by* HANS-LUKAS TEUBER  
*Director, Psychological Laboratory*  
*Massachusetts Institute of Technology*

**T**his full-length translation of *HIGHER CORTICAL FUNCTIONS IN MAN* introduces to the English-speaking world a major document in neuropsychology, summarizing Professor Aleksandr Romanovich Luria's earlier contributions to that area for nearly a third of a century. It is a monumental contribution.

*HIGHER CORTICAL FUNCTIONS IN MAN* thus marks a further and decisive step toward the eventual coalescence of neurology and psychology, a goal to which only a few laboratories in the East and West have been devoted over the last decades.

The book is unique in its organization. The first half deals with observations and interpretations concerning the major syndromes of man's left cerebral hemisphere: those grievous distortions of higher functions traditionally described as aphasia, agnosia, and apraxia. There is also a detailed and brilliant analysis of the syndrome of massive frontal-lobe involvement. The entire second half of the book is given over to a painstaking description of Professor Luria's tests, many of them introduced by himself, and set out in such detail that anyone could repeat them and thus verify Professor Luria's interpretations.

The two halves of the book are equally challenging and original. In the first, more theoretical, section, Professor Luria gives an account of the major syndromes in terms that reject with the same force the traditional localizationist view—the notion of discrete centers for different aspects of language, of calculation or writing—and the opposite view of holistic function of the cerebral hemisphere, a view clearly incompatible with clinical and experimental fact. In a similar way, Professor Luria's re-analysis of agnosia and apraxia reveals inadequacies of these clinical shorthand expressions; he points out that more elementary sensory and motor changes shade into the allegedly isolated aspects of distorted "higher" function, whether of recognition or skilled movement. As a result of this balanced approach, a further traditional distinction falls by the wayside—the traditional opposition in the description of aphasia between the "instrumental" and "noetic" views, that is, between those who believe that language is merely disturbed as a tool, with intelligence essentially intact, and those who believe that the trouble with language is simply one of several manifestations of an underlying change of intelligence.

The theoretical position adopted by Professor Luria himself in the face of these incredibly perplexing syndromes is most intriguing. He invokes cerebral reflexes as the basic elements of behavior. Yet careful reading

reveals a remarkable restraint in the postulation of specific interruption of normal connections between different brain regions as the origin of major syndromes.

The second half of the book with its rich descriptions of tests will be at least as influential as the first. Here one is struck primarily by the disarming simplicity of methods, few requiring more than the examiner's voice, a few blocks, or paper and pencil. Where the situation demands it, Professor Luria is quite willing to employ more elaborate experimental techniques, such as the recording of eye movements, especially in cases of frontal-lobe involvement. Yet the emphasis remains on bedside tests, and a great many of them. It is here that the Western reader will be impressed by a difference in approach: neuropsychological laboratories in the West tend to be more quantitative.

Much analysis in current neuropsychology in the United States (though much less in England and France) makes large-scale use of standard tests of intelligence, often at the expense of more versatile, qualitative tasks of the kind employed by Professor Luria. Here is a serious danger. By relying on routine psychometrics, one often loses crucial opportunities for the analysis of altered performance in the presence of brain lesions. Professor Luria's restraint in the use of psychometrics seems to me a major strength in his approach.

One of the most serious indictments of such psychometric tests comes from studies that permitted direct comparison of intelligence test scores obtained before, and again, in the same subjects, *after* a penetrating brain injury. In our own experience with such comparisons, two-thirds of an unselected group of brain-injured men have improved their scores from test to retest, even though the brain injury had intervened. Many of these patients increased their scores just as much as their controls. Yet most of the patients would have done poorly on a number of Professor Luria's informal, qualitative tasks, which are directly geared to the detection of specific change after cerebral lesions, while routine tests of intelligence are not.

**H**ere then is *HIGHER CORTICAL FUNCTIONS IN MAN*, written by a master in his chosen field. Its translation marks a further step in the mutual recognition of common values in the scientific endeavors of East and West, a recognition which has at times been easier in the physical than in the behavioral and medical sciences, but is needed in every respect. And since it is the rapid development of physics that has made us so dangerous to one another, is it not fitting that we should get together over the great problem of detecting what makes us so frail and to join hands in the healing of the sick?

*—excerpted from the Preface*



## Contents

### PART I: Grief, Loss, and the Aging Process

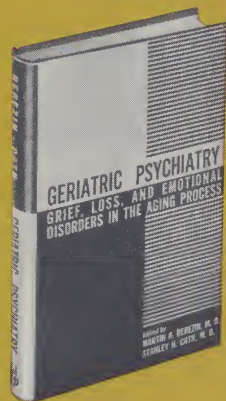
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### PART II: Emotional Disorders in the Aging Process

Introduction NORMAN E. ZINBERG, M.D. / *Special Problems of Gerontologic Psychiatry* NORMAN E. ZINBERG, M.D. / *A Transference Reaction in a Sixty-six-Year-Old Woman* MAXWELL GITELSON, M.D. / Discussion MARTIN A. BEREZIN, M.D., GRETE L. BIBRING, M.D., MAXWELL GITELSON, M.D., GREGORY ROCHLIN, M.D., AVERY D. WEISMAN, M.D. / *Depression in the Aged* SIDNEY LEVIN, M.D. / Discussion MARTIN A. BEREZIN, M.D., MAXWELL GITELSON, M.D., SIDNEY LEVIN, M.D., GREGORY ROCHLIN, M.D., AVERY D. WEISMAN, M.D., NORMAN E. ZINBERG, M.D.

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**geriatric psychiatry**



**"This is an important book. Studies in human development which have been numerous with respect to childhood and adolescence are much needed now concerning later maturity and old age. This volume fills this need admirably."**

—ERICH LINDEMANN, M.D.

Professor of Psychiatry, Harvard Medical School  
Psychiatrist-in-Chief, Massachusetts General Hospital

**I**t is estimated that by 1975 there will be more than seventy-five million people over the age of sixty-five in the United States. As this segment of the population has increased at a rapid rate, the scarcity of theoretical and clinical information relating to the particular mental health problems of the elderly has become increasingly obvious. Our knowledge concerning psychological development and the emotional disorders concomitant with aging is scanty at best, and significant research in this area is long overdue.

GERIATRIC PSYCHIATRY is a major contribution to this much-neglected field of study. Edited by two highly respected psychiatrists, it reports the proceedings of two important symposia sponsored by the Boston Society for Gerontologic Psychiatry at which were discussed various aspects of the psychology of aging. Drs. Martin A. Berezin and Stanley H. Cath have succeeded in preparing a well-organized, meaningful presentation of significant material on the emotional patterns of older people. Included are clinical observations of aged patients, surveys of the composition of the elderly population and common forms of disorders, and quantitative studies dealing with the specifics of mental disorders in the later years.

Throughout, the recurrent theme is that of *loss*, engendering grief reactions and varying forms of depression. The concept of loss is seen as central to any investigation of the aging process — loss of loved ones, loss of bodily functions, abilities and acuities, loss of independence and self-respect, loss of intellectual capacity. Dr. Berezin, in his *Introduction*, points out that many such losses are specific to the aged and are not usually encountered in the earlier years. Such losses represent crises which must be met, but the lessened resources for cognitive and emotional adaptation and the decrease in environmental support aggravate the weakened defense maneuvering that the aged person is able to accomplish.

Dr. Cath, discussing *Depletion and Restitution*, notes that anxiety in the later years is different from that previously experienced, calling forth the threat of "total emotional exile and eventual annihila-

tion." But the reaction of any individual is unique, based on his previously organized personality structure, his defensive and adaptational processes developed over time, and the history of his ability to cope with the emotional difficulties he has experienced throughout life. Thus, the pattern of the individual's intrapsychic system will determine his capacity for tolerating the traumatic situations occurring in the later years. The progressive attrition of ego strength may lead to the reactivation of earlier forms of conflict management or to the breakdown of his capacity for adjusting to stress. This pattern—with its implications for prevention and therapy—are discussed at length by Dr. Cath.

GERIATRIC PSYCHIATRY communicates a sense of optimism in its consideration of the possible attacks on the problems of the aged. It has much to say on how best to aid the development of the elderly person's potential for emotional stability. It suggests ways to develop a fruitful therapy of adaptive failure and to provide effective assistance at times of crisis. It is an extremely useful book, providing not only a theoretical approach to the definition of the emotional disorders of the aged, but also offering much concrete advice to those who must deal, on a pragmatic basis, with the practical problems of the elderly.

#### About the Authors:

MARTIN A. BEREZIN, M.D.—President, the Boston Society for Gerontologic Psychiatry; Training Analyst, Boston Psychiatric School and Institute; Faculty, Harvard Medical School; Staff, Beth Israel and McLean Hospitals.

STANLEY H. CATH, M.D.—Assistant Clinical Professor, Tufts University School of Medicine; Member, Boston Psychoanalytic Society and Institute; Director, Orthogeriatric Research, Boston State Hospital.



## Contents Neurotic Styles

### 1 INTRODUCTION

### 2 OBSESSIVE-COMPULSIVE STYLE

Rigidity / The Mode of Activity and the Distortion of the Experience of Autonomy / The Loss of Reality

### 3 PARANOID STYLE

Formal Qualities of Suspicious Thinking and Cognition / The Paranoid Loss of Reality / The General Paranoid Problem of Autonomy / Projection: Non-cognitive Aspects / The Relationship between Paranoid and Obsessive-Compulsive Styles

### 4 HYSTERICAL STYLE

Repression and the Hysterical Style of Cognition / Hysterical Romance and Fantasy / Hysterical Emotions

### 5 IMPULSIVE STYLES

The Subjective Experience of "Impulse" / The Quality of Impulsive Action / The Impulsive Mode of Cognition

### 6 IMPULSIVE STYLES: VARIANTS

Some Psychopathic Traits / The Passive, "Weak" Character

### 7 GENERAL AND THEORETICAL CONSIDERATIONS

The Initial Organizing Configuration / Instinctual Drives and Style Development / The Control and Regulative Function of Styles / Style and Defense / The Defensive Motives for Neurotic Styles

## Contents Normality

### Part One THE DISCIPLINES

1 Medical-Psychiatric Thinking and Gross Normality / 2 Epigenesis of Normal-Neurotic Behavior: Psychoanalysis / 3 Normative and Ideal Concepts in Psychology / 4 The Cross-Cultural and Cross-Societal Perspective / 5 The Structural Perspective in the Biological Sciences

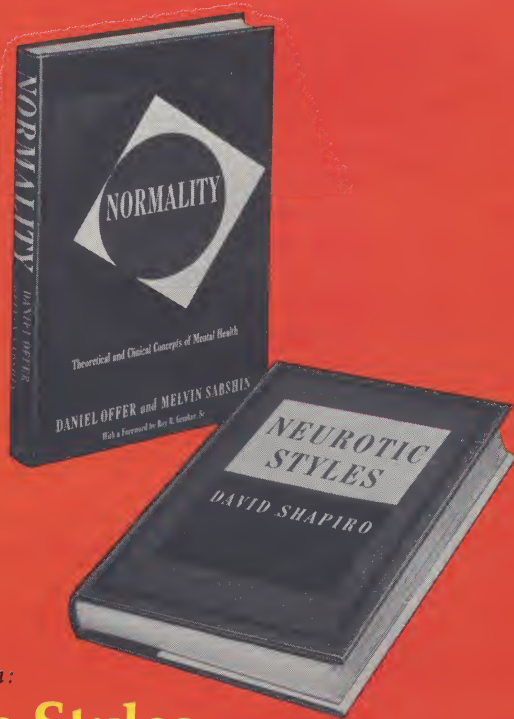
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*a review by* MORTON BARD  
*Professor of Psychology and*  
*Director, The Psychological Center*  
*The City College of The City University of New York*

The two volumes which comprise the current selection so ably complement each other that perhaps they should be thought of as a duet. The contrapuntal themes of **NEUROTIC STYLES** and **NORMALITY** juxtapose current psychological issues with unusual harmony.

In **NEUROTIC STYLES**, David Shapiro has fashioned a book for the professional; he assumes that the reader's knowledge is extensive. By so doing, astute and experienced clinician that he is, Shapiro ranges through dimensions of psychoanalytic theory, ego psychology, theories of cognition and advances in clinical psychopathology. It must be said that it is no small accomplishment to integrate so widely divergent fields succinctly and with cogency. Particularly praiseworthy is the fact that lengthy case material is avoided; such content is often tiresome to the experienced clinician. Instead, the author has substituted any number of concise illustrative passages which provide just enough illumination for easy reading and even easier comprehension.

**NEUROTIC STYLES** concerns itself with neurotic functioning and with its cognitive, affective and action modes — an effective evolutionary building block in the long line of psychoanalytic characterology from Freud through Abraham, Reich, Hartmann, Rapoport, G. S. Klein and Erikson. But while he remains faithfully consistent with his theoretical heritage, the author also creatively synthesizes and originates ideas from a rich storehouse which includes psychological tests and their elaborations of primary thought and perceptual data.

Dr. Shapiro has organized his study along four tracks — obsessive-compulsive, paranoid, hysterical and impulsive. His consideration of these four styles cuts across current psychiatric classifications, and therein rests much of the book's conceptual appeal. In his view of the obsessive-compulsive style, his discourses on rigidity, on the mode of activity, on the distortion of the experience of autonomy, and on the loss of reality are masterful. Equally a model of sensitivity is the author's detailing of the exquisite shadings to be found in the all-too-common paranoid character. His examination of the quality of suspiciousness from the perspective of the cognitive theoretician results in the concept of "suspicious cognition," which he engagingly contrasts with typically obsessive-compulsive intellectual rigidity.

Despite a footnoted disclaimer of similarity to Adler's "life style" concepts, it would appear that Shapiro's historical indebtedness seems to be both apparent and real. Actually, his central consideration of the matter of paranoid personal autonomy is quite consistent with Adler's power concepts, and, indeed, there appears to this reader more of the influence of Horney, Sullivan, and Fromm than even the author is aware exists.

In considering hysterical functioning, the author relates the cognitive modes of the hunch, impressionability, and deficits in knowledge as factors which *are* repression — producing convincing evidence from Rorschach findings to support his thesis. His exposition on the impulsive style is particularly stimulating as it presents the subjective experience of the "impulse" and places it in a character context by developing the theme that, contrary to most thinking, the impulse is not occasional but rather is an integral part of the individual's existing style. Thus, the group of disorders subsumed under the impulsive style includes those often diagnosed as impulse disorder, psychopathic personality, passive-aggressive personality, narcissistic character disorder, male homosexuality, alcoholism and narcotic addiction.

The final chapter of **NEUROTIC STYLES** deals with general and theoretical considerations within a more clearly traditional psychoanalytic mold. With characteristic writing economy, Shapiro lucidly traces the initial organizing configuration of the neurotic styles, considers the question of instinctual drives and style development, discusses the control and regulative function of the various styles, and, finally, defines the defensive motives for these neurotic styles.

**NORMALITY**, the second theme in this orchestrated dual selection, begins on the following note: "Twenty years ago, it would have been decidedly abnormal for psychiatrists to write a book on the dimensions of normal behavior." That this volume is a "sign of our times" is made even more emphatic by considering that its companion volume on psychopathology is written by a psychologist.

This volume, by Daniel Offer and Melvin Sabshin, is scholarly without being dull, well organized without being overly tight and carefully documented without becoming discontinuous. In Part I the authors undertake to analyze the traditions within the various disciplines concerned with normal behavior, interrelating them in ways which can point in the direction of a synthesis. They begin with the psychiatric notions of normality, tracing their origins to the physician's traditional concern with gross pathology, and proceed to the ultimate definition of health as being the absence of disease.

Offer and Sabshin then demonstrate the subtle changes in psychiatric thinking that have occurred as a consequence of psychoanalytic influence — the shift to a dynamic psychiatry with its implied psychoanalytic goal of “helping the patient to achieve a superior intrapsychic balance rather than to restore previous equilibrium.”

**NORMALITY** next scrutinizes the field of psychology with its deep historical commitment to norms and normative behavior. It is fascinating to follow the authors’ well-documented argument that clinical psychology experienced a significant alteration of its traditional concern by assuming a more culturally-bound and value-laden posture as the dynamic complexities of the intrapsychic made their inroads. As a result, psychology as a discipline has remained split between those who demand strict adherence to statistical and normative concepts and those for whom normality is a non-existent, theoretical ideal — as Freud put it, “an ideal fiction.”

As evidence of their scholarship, the authors have searched out a group of individuals who are engaged in trying to find “bridging concepts” between these extreme positions — people like Meehl, Shoben, Jahoda and M. B. Smith. Cross-cultural, cross-societal concepts of normality are also examined, as are current biological notions.

Part II, entitled “*Emerging Trends*,” presents a most stimulating synthesis of four different perspectives: Normality as health, as utopia, as average, and as process. The authors conclude that what is normal depends not only upon the behavioral scientist’s discipline, but also upon his multidetermined “perspective.”

The implications of the foregoing for interdisciplinary psychiatric research becomes the crux of the matter, and it is this that makes **NORMALITY** so valuable. It is no surprise that the authors caution that psychiatric research findings *must* be considered in the light of the investigator’s perspective on normality and that research on “normal” populations should be scrutinized with extreme care.

**I**n a fine summary chapter, the authors conclude on a note of internal consistency — they make no attempt to define normality. But in highlighting the issues in this vital theoretical and practical area of study, they have performed an admirable service. In these times of rapid social change, the need to know more about what we consider normal is an essential prerequisite for all engaged in efforts to better the human condition through behavior modification.

**NEUROTIC STYLES** and **NORMALITY** are ideally complementary, each serving as a point of reference for the other. Together, they offer an unusually astute view of major aspects of contemporary psychological thinking.



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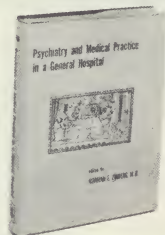
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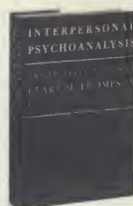


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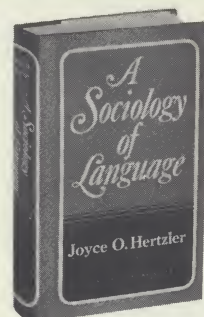
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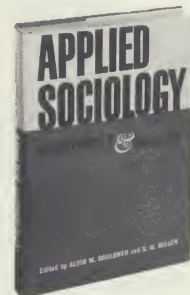
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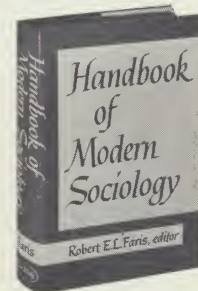
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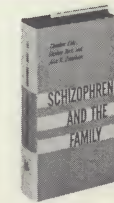
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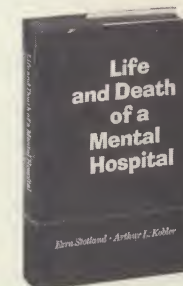
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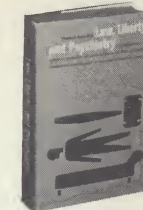
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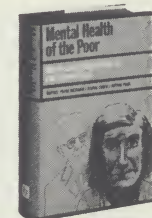
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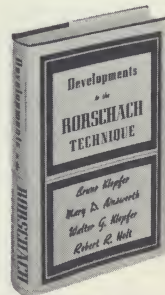
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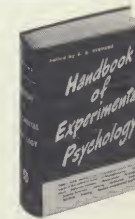
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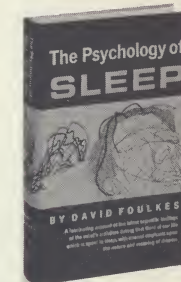
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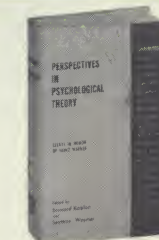
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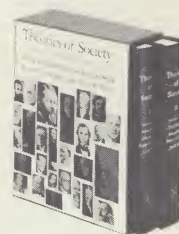
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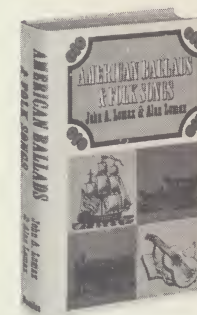
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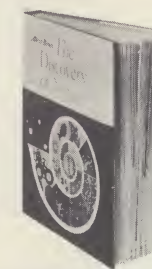
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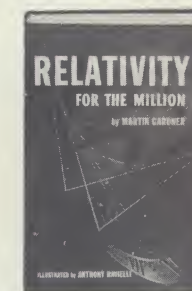
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## CONTENTS

### Part One: Evolution of the Number Concept

#### CHAPTER

- I FINGERPRINTS
- II THE EMPTY COLUMN
- III NUMBER-LORE
- IV THE LAST NUMBER
- V SYMBOLS
- VI THE UNUTTERABLE
- VII THIS FLOWING WORLD
- VIII THE ACT OF BECOMING
- IX FILLING THE GAPS
- X THE DOMAIN OF NUMBER

### XI THE ANATOMY OF THE INFINITE

### XII THE TWO REALITIES MILESTONES IN THE EVOLUTION OF THE NUMBER CONCEPT

### Part Two: Problems Old and New

- A ON THE RECORDING OF NUMBERS
- B TOPICS IN INTEGERS
- C ON ROOTS AND RADICALS
- D ON PRINCIPLES AND ARGUMENTS
- INDEX OF NAMES
- INDEX OF SUBJECTS

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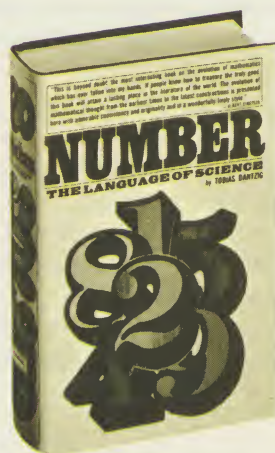
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**NUMBER: THE LANGUAGE OF SCIENCE** tells the story, in remarkably simple fashion, of the evolution of the concept of the theory of numbers—which lies a world away from mere arithmetic and is the most difficult of mathematical disciplines. It is a book that deals with ideas, not methods, and the author has studiously avoided any irrelevant technicalities. Yet it is not a history of this fascinating subject, although the historical method has been freely used to display the role that intuition has played in the evolution of mathematical concepts.

This unusual volume proves once and for all the mathematician's claim that only through number and form can we understand the universe. Professor Dantzig is quite obviously a skilled and scholarly mathematician. But had he been merely a technician—no matter how skilled—he could not have produced this remarkable work. Throughout, the reader is sustained by the galvanic quality of the writing, the admirable clarity of the author's style, and his obvious love for his subject.

**I**n the course of a remarkably erudite exploration of the growth of the number concept, we pass a series of significant milestones. At each we are treated to the author's delightful and lucid presentation: The discovery of *irrationals* and the concept of *infinity* and of *limit* by the ancient Greeks; the invention of the symbol *zero* and of *negative numbers* in India. After the hiatus of the Dark Ages and the revival of learning

in the Renaissance, there came *continued fractions*, the first formulation of *complex numbers*, *literal notation*, *infinitesimals*, *infinite aggregate*, *coordinate geometry*, the principle of *mathematical induction*, the invention of the *calculus*, and the use of *infinite series*.

**W**ith the nineteenth century came the first formulation of the power of an aggregate, the discovery of *algebraic numbers* not expressible by radicals, the invention of *quaternions*, the discovery of *transcendentals*, the theories of *extensive magnitudes* the invention of the *transfinite*, and the discovery of the *antimonies* of the theory of aggregates.

It is all here in the first part of this wonderful book, the whole stumbling upward progress of the growth of number theory. The second part, entitled "*Problems, Old and New*," is a captivating implementation of these same concepts and ideas, presented in the author's same delightful style.

**NUMBER: THE LANGUAGE OF SCIENCE** has just been reissued in a revised and augmented fourth edition. The author, who was Professor of Mathematics at the University of Maryland, is now deceased; he is also remembered for such books as *Aspects of Science*; *Henri Poincaré, Critic of Crisis*; and *The Bequest of the Greeks* (in the series, *Mathematics in Retrospect*). When the publishers sent the book to a leading mathematician asking if he would add new material to it, his reply was that nothing could be added.

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## CONTENTS

### Preface

#### PART I EXPEDITION TO THE DYBOSPHERE

##### Chapter 1 Introduction

##### Chapter 2 Dybology

#### PART II MECHANIZING MAN

##### Chapter 3 Scalpel, Suture, Sponge . . . Sliderule

##### Chapter 4 Repairing the Mechanical Man

##### Chapter 5 Men in Space

#### PART III HUMANIZING MACHINES

##### Chapter 6 The Machine Today

##### Chapter 7 Machines Mimic Nature

##### Chapter 8 Intelligent Machines?

##### Chapter 9 The Machine Tomorrow

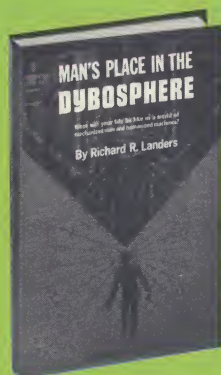
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##### Chapter 10 The Social Sphere

##### Chapter 11 The Economic Sphere

##### Chapter 12 The Psychological Sphere

##### Chapter 13 The Good Life? Bibliography Index



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## Man's Place in the Dybosphere





a statement by Willy Ley  
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**T**here exists a simple experiment that was quite in vogue half a century ago but is now so rarely demonstrated in classrooms that the majority of readers may not even have heard about it.

The equipment required is simple indeed, consisting of a pane of glass (measuring, say, 4 by 6 inches), a sliver of glass not more than ¼ inch in length and quite thin that has been coated with shellac, and a large drop of chloroform. A large magnifying glass is useful, but not essential. The drop of chloroform is placed on the glass pane to avoid spattering, then the shellac-coated glass sliver is pushed across the glass pane until it just touches the chloroform.

Instantly there is activity and it looks as if life had been suddenly created. The drop of chloroform transforms itself into something that acts like an amoeba. It engulfs the glass sliver, greedily "eating" the shellac. When all the shellac has been absorbed, the glass sliver is ejected by the chloroform drop and everything is serene again.

This little experiment is based on rather simple chemical reactions but was as astonishing (and a little frightening) to lay audiences prior to the first World War, as are automated machines, space capsules, super-fast computers and other such devices today. In reality, with the proper background, one is as understandable as the other.

There is of course a difference. You don't have to "feed" shellac to a drop of chloroform; but you cannot escape the new environment of automatic devices and computers, all doing things that seemed to have been reserved for very skilled hands and exceptionally bright brains.

One can say that all this is just the "second stage of adaptation." During the first stage Man adapted himself to the environment he found; the second stage is adapting the environment to Man's needs. The machines we have created and continue to create are becoming part of the environment. Many people wonder where this will lead. Of course there is no final answer; but **MAN'S PLACE IN THE DYBOSPHERE** tells what is going on and what is likely to happen.

**W**e are all familiar with the *biosphere* — the realm of living things and living actions on the earth. But we are not so consciously familiar with the *dybosphere* — the realm of *artificially* created things which behave in a lifelike manner.

Richard R. Landers, a senior scientist with Thompson Ramo Wooldridge, Inc., is one of the first to undertake an exploration of this brave new world of the future — a world that, in many respects, is already upon us. His newly published book, **MAN'S PLACE IN THE DYBOSPHERE**, portrays a world in which machines can perform human functions — including the designing of other machines — and humans perform more machinelike.

Today computers play unbeatable checkers and better than passable chess; they write acceptable poetry (the author quotes several samples); and even translate from one language to another. This last capability is still on an elementary level: the input sentence in English, for example, "The spirit is willing, but the flesh is weak" produced in Russian, "The vodka is strong, but the meat is rotten." Another classic, "Out of sight, out of mind" was rendered as "blind idiot."

**MAN'S PLACE IN THE DYBOSPHERE** details how — as part of this dybosphere in which we are living right now — machines operate other machines, machines communicate with other machines, and machines even create other machines. Machines are now self-sustaining, self-regulating, self-repairing — and self-reproducing. And machine-psychologists are now called in to "counsel" neurotic computers.

Such humorous examples notwithstanding, the importance of today's bewildering array of machines lies not in their ability to do prosaic and commonplace things faster and better, but in the new and as yet undreamed of discoveries that will result from their use. How did this new world so quickly come upon us? Do we want to live in the dybosphere? — and are we really free to choose? What will happen to society, government, and our very culture as machines become more and more dominant?

Even the word "dybosphere" is artificially created. In Hebrew mythology and folklore there is a creature doomed to wander, a "dybbuk" (which may be freely translated as an "unassigned soul"). From this it was easy for the author to create "dybosphere," and "dybology" — the artificial equivalent of biology.

As man has become more mechanized, machines, on the other hand, have become more humanlike in their appearance, their structure, and in the way they perform their tasks. These two trends are resulting in the convergence of a biogenic machine (a mechanized man) and a dybogenic

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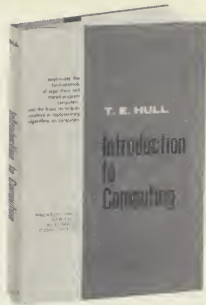
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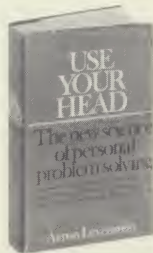
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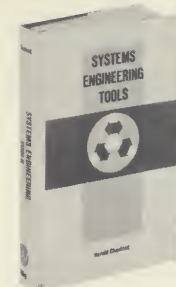
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